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QUESTIONS AND ANSWERS.*

Q. 1. I note that the report of the National Committee attaches considerable importance to certain elementary topics in statistics. Where can a teacher who has not had the advantage of a course in this subject obtain information regarding the fundamental principles of the science of statistics?

J. H. A.

Q. 2. Are any accredited high schools of the country giving courses in applied or practical mathematics as a substitute for, and not in addition to, the traditional algebra and geometry? If so, are such courses acceptable for entrance credit at Universities of good standing?

H. D.

Q. 3. I note that the National Committee has recommended that a rather large amount of intuitive geometry, considerable algebra, and some numerical trigonometry, be given before demonstrative geometry. Assuming that this is done, will there be any justification for correlation in the demonstrative geometry?

H. B. K.

Q. 4. I have been unable to distinguish clearly between *correlated*, *fused*, and *general*, mathematics. Will you explain the meaning of each of these?

W. A. A.

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* This department of the TEACHER is conducted by the Associate Editor, Eugene R. Smith, Headmaster of the Park School, Baltimore, Md. All correspondence should be addressed to Mr. Smith. Readers are invited to submit questions or answers in the field of their special interests. The editor in charge will refer questions to persons specially qualified to answer them. Some, or all, of the following questions will be answered in the February issue.